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AUTHOR Nelson, Carol; Smith, Carl, Comp.
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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on language diversity and reading instruction is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

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Learning Package #21

Language Diversity and Reading Instruction

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Language Diversity and Reading Instruction

(All references are fully documented in enclosed bibliography, or on reference list attached to this lecture)

by Carol Nelson

Lecture

Historically, children with special needs, including those who spoke little or no English, traditionally were taught in settings other than the regular classroom. With the passage of Public Law 94-142, however, students with a primary language other than English are now placed in classrooms with English-speaking children and teachers. Many teachers feel unqualified to teach these non-English speakers. This package will deal with strategies for teachers of language-diverse students and will discuss some of the most recent research on this topic.

Not too many years ago one could find articles in educational journals which proposed that children with different cultural and linguistic backgrounds were inherently deficient and inferior, and that their chances for success in school were very slight. Today, however, as the articles included in this package show, the outlook for non-English speakers in our schools is much brighter. Recent research has shown that giving these students a chance to use English in natural and meaningful situations in the classroom enhances their second language acquisition.

Students who speak English as a second language, according to Collins and Cheek (1989), may be referred to as bilingual. Those who speak only their native language are monolingual. Lacking English as a primary language, many students who are very capable of learning are unable to do so because of the language barrier. Justin (1970), indicated that almost one million Spanish-speaking students in the Southwest are unable to go beyond the 8th grade because of the language factor.

According to Bond et al. (1989), perhaps the ideal situation is to have bilingual teachers to help meet the needs of these children. However, this is usually impossible, particularly in schools where there are many different languages spoken by the students. Yet teachers who speak only English **can** provide a warm and supportive atmosphere in which their limited-English-speaking students can learn to communicate by speaking, listening, reading and writing.

Hayes and Bahruth (1985) describe such an atmosphere in a class in Pearsall, Texas. This class consisted of 22 migrant children, ages 10 to 16. The age range shows that some of the children had failed a year or more of school already. The children all spoke Spanish and most knew little English. Their only exposure to English came from television, the radio, and school. Most were reading three or more years below grade level; some were nonreaders. Obviously, the prediction that the majority of these children would become

illiterate dropouts with only a life of migrant labor to look forward to was quite likely to come true.

From the first day of school, Hays and Bahruth worked on improving their students' self-concepts. They undertook activities that had no right or wrong answers, but that emphasized working together. The students drew pictures, talked about their favorite things, traced each other's silhouettes, and developed a sense of unity as a class. The teachers read many of their favorite books aloud to the students each day. When the book was read, they printed its title on a paper on the bulletin board. After six weeks the students were asked to pick one of the books, illustrate a scene from it, and using the illustration as a prop, tell the story to their classmates. In this way they "planted and nurtured the seed of reading" (p. 98). The seed began to germinate early. The children began to ask to take home books which they had read, as well as other books in the class library.

Another strategy Hayes and Bahruth employed early on was the use of dialogue journals. As Hudelson demonstrates in the two articles in this package, if there is no fear of being marked "wrong," writing is a powerful tool for students with limited English skills. The students wrote on any topic they chose. Teachers read the entries and responded. The teachers neither criticized the content nor edited in any way. One student, Larry, was reluctant to write in his journal because, as he told his teachers in writing, "I don't like to

write because I can't not spell right. that's whats bother me about writing." After being assured that the more he reads and writes, the better his spelling will get, he gained much confidence.

Hays and Bahruth conclude their article by saying, "Our students improved, often dramatically, in their use of the English language. Their ability to read and write improved as they continued to write about topics important to them...." When tested during the latter part of April, one child improved one grade level, seven children improved two-plus grade levels, thirteen children improved three-plus grade levels, and one child improved four-plus grade levels. While most of the children were still below their age grade level, it must be remembered that they were tested on a test normed with a native speaker population. Their tremendous achievement is certainly apparent. But perhaps even more important, these children now know they can learn, and they are very proud of what they have done.

In the article by Allen, you will read about another class making the reading/writing connection for children with limited English. Like Hayes and Bahruth, the teacher read high-interest stories to the children. She also found many strategies to extend the stories in interesting and motivating ways. This classroom certainly is not one of the "No Talking" stereotypes that Enright and McCloskey discuss. This is a classroom that stresses communication.

Cambourne and Turbill (1987) in their small and highly informative book describe the theory and practice of this kind of learning experience for kindergartners in Australia. Each of the classrooms they observed had a mix of English and non-English speaking children. They pointed out that all children use coping strategies to learn to read and write, but that the speed with which English speakers and non-English speakers solve the "written language puzzle" differs. The initial coping strategies, according to Cambourne and Turbill, are:

-- Use of related activities, particularly art
-- Use of environmental print -- that is, the print they see all around them every day
-- Use of repetition
-- Assistance from and interaction with other children
-- Assistance from and interaction with the teacher
-- Use of "temporary" spelling

In their chapter "How Theory Looks in Practice," Cambourne & Turbill follow two kindergarten children: Sarah, a native speaker, and Lam, a child who came to school with minimal English. They show by way of writing samples from the children's daily writing how they progressed through the school year. The results are much like those of others we have discussed in this package. In their general comments on Lam's development after nine months at school, they say:

> Lam has not turned six, yet he speaks Vietnamese fluently and is becoming increasingly more competent and proficient in English. He is learning to speak, read and write in English all at the same time, although his oral language development is far in advance of his written language.... The setting in which he finds himself offers him immersion and demonstration in oral and written language and the expectation that he will learn to speak, read and write English. It allows him to take responsibility for pacing this learning, while at the same time providing him with daily opportunities to practice speaking, reading and writing in non-threatening situations.

We see that even with very young children, involving them in real communication -- with speaking, listening, reading and writing -- the skills of the non-English speaker develop and grow.

One fear that many researchers have as they look at children of other cultures being mainstreamed into regular classrooms is that their cultural identity will be lost. For this reason, teachers should strive to use reading materials that focus on the cultural heritage of the students, *if* such materials are available. Alternatively, teachers should emphasize the positive aspects of the various cultures in the United States, and reading materials that stress cultural diversity should be used.

Another important reason for using these kinds of reading materials is that some research (Horowitz, 1984) shows that bicultural readers comprehend and remember materials that deal with their own culture better than that of another culture. There is evidence that cultural relevance of stories may be more pronounced

in higher grades than lower grades. It may be that this factor accounts for reports from teachers that bicultural students are not interested in school. Teachers need to use materials and techniques that utilize content which is meaningful to the communities that they will serve. This means that if your class has Spanish speakers, use of Spanish folklore, cultural activities, oral histories, or family stories as a part of the reading program will help stimulate interest in new text content.

Collins and Cheek also note that teachers who attempt to teach reading to monolingual or bilingual students should remember two things. First, instruction must be adapted to individual needs. Second, the same sequence in learning language should be used for the multicultural student as for the English speaker. The students learn first through listening, then add the words to the speaking vocabulary, then use them in reading and writing. Employing this procedure, students can learn words more quickly.

Some other suggestions that the teacher of the multicultural student should remember are:

- Become familiar with the students' culture so that cultural habits are understood.
- Teach the students some survival words in English, e.g., name, address, restroom, etc.
- Teach sentence formation by speaking in simple sentences and by reading to the students often.
- Use resources from within the community to help the student. Adults or other students who speak the

language can be valuable in teaching English to the student.

-- Identify concepts, such as numbers, letters, time, colors, etc., that the student needs to learn. Provide systematic instruction.

-- Place these students in mixed groups for reading and other subjects so they can gain more experience with the language.

-- Team the student with another student who acts as a "big brother" or "big sister" in helping the foreign speaker become acquainted with the school.

-- Use variety in teaching and do not drill the student in phonics. English has sounds that do not exist in other languages; thus, the teacher should not expect Spanish-speaking students to learn immediately the "j" sound as in "jump," because this sound does not exist in their native language.

-- Allow a large amount of time for all your students to use English in real communication -- talking, listening, reading and writing.

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ERIC® CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

July 1990 DIGEST

Multiplicities of Literacies in the 1990s

by Roger Sensenbaugh

A number of phrases incorporating the word *literacy* have been used in the documents entered into the ERIC database in the past few years. These phrases include *computer literacy, scientific literacy, literacy acquisition, emerging* or *emergent literacy, visual literacy, cultural literacy,* and *literacy instruction.* Closely allied to these "literacies" are terms referring to computer uses in education, second language acquisition, influence of the home environment on students, the whole language approach, and literacy in business and industry.

The Broadening Scope of Literacy

Out of this proliferation of literacies, one important aspect for reading, English, and language arts teachers concerns teaching methods which incorporate the broadening scope of literacy. A common theme in these documents is that literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information. Calfee (1986) discusses the concept of literacy and how programs should be designed to help children from disadvantaged backgrounds acquire literacy. He includes a description of current curricula and presents tentative recommendations for policy changes at all levels. On a more practical level, McCracken and McCracken (1986) discuss stories, songs, and poetry as part of the repertoire of instructional techniques for developing literacy.

Some documents report on the implementation of a comprehensive program of *literacy education* (Snow, Palladino, and Engel, 1987) while others provide the programs themselves (Graves, 1982). Milz (1987), for example, discusses how teachers can implement the deeper understanding of literacy development that research has offered.

Acquisition of Literacies

Literacy acquisition, that is, the ways in which learners acquire literacy, is important for its instructional implications and for its impact on the way that literacy itself is defined. Observing how children make sense out of the world has taught researchers that there is more to literacy than mastering isolated reading and writing skills. Goodman (1985) argues that children growing up in literate societies begin to read and write long before they start school. The interaction between a parent and child acquiring literacy together is highlighted in studies of intergenerational literacy. Hatch and Freeman (1987) discuss a striking dichotomy between current theory and educational practice in the Ohio public schools. Not only does current theory have a hard time breaking into the arena of current practice, but current theorists are not of one mind when it comes to exactly what research tells us.

Defining Literacy

As the scope of literacy expands, confusion increases as to what exactly is meant by literacy. Venezky (1990), while focusing on adult literacy, concludes with a discussion of the issues surrounding a definition of literacy and presents a definition of his own. Definitions of literacy also need to take into account the variety of cultures. Hamilton-Wieler (1989) argues that different cultural agendas for literacy, emerging from very different cultural histories, will require different solutions.

Graff (1987) provides a much needed historical perspective on the concept of literacy. He argues that not only is the issue of literacy complex, it has continuities and contradictions at its very core. Powell (1990), after discussing the faddishness of writing and talking about literacy, argues that the crucial issue is one of permanency: What does an individual have to do to be forever literate?

As modern culture evolves, so also do the many forms of language within which ways of thinking, working, negotiating, and reading with experience are encoded. To be alert to how language works for creating and organizing meaning is to be conscious of how to manipulate and use it. New technology, for example, demands a greater degree of conscious reflection on its ways of working. (Christie, 1990)

Expanding the Domain

Clearly, *literacy* has broadened beyond skills used in reading and writing to include terms in other disciplines. Butzow and Butzow (1988) describe an

Roger Sensenbaugh is the CIJE Coordinator for the ERIC Clearinghouse on Reading and Communication Skills..

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approach to teaching *scientific literacy* by integrating the subject matter from a variety of disciplines using children's literature. Mitman, *et al.* (1985) focus specifically on the topic of scientific literacy and provide teachers with background on the goals of science instruction and practical recommendations for instructional practice.

The term *media literacy* is most often used to refer to TV watching habits. Abelman (1987) investigates the effect of an in-school curriculum designed to encourage children's awareness of and attention to television's prosocial portrayals. Aiex (1989) summarizes research on mass media and offers suggestions for developing media literacy in students.

Cultural literacy has entered the database as a consequence of Hirsch's work. *Computer literacy* is included but appears under the more general term: *computer uses in education.* Home literacy may become a new term due to the growing number of citations that reflect on parental involvement in literacy acquisition, or literacy in the home.

The definition of literacy has expanded well beyond that found in the scope note of the 1988 *ERIC Thesaurus:* "literacy is the ability to read and write and to communicate with written or printed symbols." Literacy involves making meaning from a variety of sources and communicating it to a variety of audiences.

Graff's position on literacy may be the most constructive for the future: "What is needed is a broader view of reading and writing that integrates and emphasizes the many human abilities in a context of a changing world that requires their development and use. Paths to learning individual literacy by the young must be made less rigid; more attention must be paid to different sequences and structure of learning; and more sensitivity must be shown toward cultural and class influences."

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ERIC Clearinghouse on
Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47408-2698
(812) 855-5847

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ327896
AU: Allen,-Virginia-Garibaldi
TI: Developing Contexts to Support Second Language Acquisition.
PY: 1986
JN: Language-Arts; v63 n1 p61-66 Jan 1986
AV: UMI
DE: Bilingual-Education; Classroom-Environment; English-; Limited-English-Speaking; Student-Needs; Teacher-Developed-Materials; Teacher-Role; Teaching-Methods
DE: *Curriculum-Development; *English-Second-Language; *Language-Acquisition; *Language-Arts
AB: Discusses ways in which the regular classroom teacher can design language development programs for limited-English-speaking children. (HTH)

AN: EJ369360
AU: Arreaga-Mayer,-Carmen; Greenwood,-Charles-R.
TI: Environmental Variables Affecting the School Achievement of Culturally and Linguistically Different Learners: An Instructional Perspective.
PY: 1986
JN: NABE:-The-Journal-for-the-National-Association-for-Bilingual-Education; v10 n2 p113-35 Win 1986
DE: Access-to-Education; Bilingual-Education; Educational-Research; Elementary-Secondary-Education; Family-Influence; Literature-Reviews; Minority-Groups; Peer-Teaching
DE: *Academic-Achievement; *Cultural-Differences; *Educational-Environment; *Instructional-Effectiveness; *Teaching-Methods
AB: Reviews literature examining research basis for school achievement of culturally and linguistically different learners from standpoint of instructional effectiveness and opportunity to learn. Concentrates on research directly assessing ecological/instructional processes in relationship to achievement outcome measures. Focuses on functional ecological and teaching variables affecting academic performance of culturally/linguistically different learners. (NEC)

AN: EJ359509
AU: Bejarano,-Yael
TI: A Cooperative Small-Group Methodology in the Language Classroom.
PY: 1987
JN: TESOL-Quarterly; v21 n3 p483-504 Sep 1987
DE: Academic-Achievement; Communication-Skills; Comparative-Analysis; Foreign-Countries; Grade-7; Junior-High-Schools; Large-Group-Instruction; Second-Language-Instruction

DE: *Discussion-Teaching-Technique; *English-Second-Language; *Instructional-Effectiveness; *Small-Group-Instruction; *Teaching-Methods; *Teamwork-
AB: Assessment of the effects of two small-group cooperative techniques and the whole-class method on academic achievement in English as a foreign language for seventh-graders (N+665) revealed that the group methods (Discussion Group and Student Teams and Achievement Divisions) registered significantly greater improvement than the whole-class method. (Author/CB)

AN: EJ375346
AU: Bialystok,-Ellen
TI: Levels of Bilingualism and Levels of Linguistic Awareness.
PY: 1988
JN: Developmental-Psychology; v24 n4 p560-67 Jul 1988
AV: UMI
DE: Grade-1; Psycholinguistics-; Psychological-Studies
DE: *Bilingualism-; *Cognitive-Development; *Language-Acquisition; *Language-Processing; *Young-Children
AB: Presents a framework for relating degree of bilingualism to aspects of linguistic awareness. Found the more fully bilingual a child was, the better his or her performance on metalinguistic tasks requiring high levels of analysis of knowledge. (SKC)

AN: EJ344044
AU: Bowers,-Roger
TI: English in the World: Aims and Achievements in English Language Teaching.
PY: 1986
JN: TESOL-Quarterly; v20 n3 p393-410 Fall 1986
DE: Cross-Cultural-Training; Language-Usage
DE: *Cultural-Awareness; *English-Second-Language; *Language-Teachers; *Teaching-Methods; *Teaching-Skills
AB: Shaping teaching programs to the social, economic, and cultural context of those who seek to learn English is crucially needed. This article examines issues related to teachers' understanding of what English, language, and teaching are and can be and argues for a pluralistic approach to collaborative growth in education. (Author/CB)

AN: ED283209
AU: Cambourne,-Brian; Turbill,-Jan
TI: Coping with Chaos.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1987
AV: Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($8.50 member, $10.50 nonmember, Australian currency).
NT: 77 p.; Photographs may not reproduce well.

PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Bilingualism-; Child-Language; Classroom-Environment; Classroom-Research; Cultural-Influences; Foreign-Countries; Language-Usage; Peer-Relationship; Primary-Education; Process-Education; Spelling-; Student-Writing-Models; Teacher-Role; Teacher-Student-Relationship; Teaching-Methods; Theory-Practice-Relationship; Writing-Research; Writing-Skills
DE: *Educational-Theories; *Writing-Instruction; *Writing-Processes
AB: Exploring questions about how the classroom environment affects young learners, this book describes how young children from various cultural and linguistic backgrounds have coped with the conditions surrounding them in process oriented writing classrooms. Chapter 1 describes the kinds of activities in which children engage in seemingly chaotic process oriented classrooms and stresses the importance of classroom-level research. Chapter 2 discusses in detail Australian 'process-writing' classrooms, describing what they look like and what they have in common. The chapter reveals what children do in these classes, and the classroom role of related activities, environmental print, repetition, assistance from and interaction with peers and the teacher, and the use of temporary or invented spelling. Using insights from linguistics and psychology, chapter 3 reveals how researchers feel the relationship between social setting and coping behaviors of the children combine for effective rapid learning. Chapter 4 details how the theory applies to the writing of two children, one of English speaking background and one whose family spoke Vietnamese. Eight samples of each child's writing are provided to show their progress and reveal the writing strategies used by each. The final chapter reiterates the important elements of the process-oriented classroom: (1) immersion, (2) demonstrations, (3) responsibility, (4) expectations, (5) approximations, (6) practice, and (7) response. It also stresses that teachers should understand children's learning and the nature of language. References are appended and the text is illustrated with photographs and actual writing samples. (SKC)

AN: ED299330
AU: Cummins,-Jim
TI: Empowering Minority Students, July 1987. Teacher Training Monograph Number 5. Teacher Training Project for Bilingual & English to Speakers of Other Languages Teachers.
CS: Florida Univ., Gainesville. Coll. of Education.
PY: 1987
NT: 88 p.; For related document, see UD 025 751.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Academic-Achievement; Academic-Failure; Bilingual-Students; Language-Acquisition; Limited-English-Speaking; Racial-Bias
DE: *Bilingual-Education; *Educational-Change; *Language-Proficiency; *Minority-Group-Children;

*Teacher-Education; *Teaching-Methods
AB: The observations of educators and educational research have shown that academic outcomes for minority groups exposed to the same educational programs are different. The phenomenon does not seem to be due to superior intelligence, social class, or length of time in the country. Documented since the mid-1960s, this should be taken into account when developing policies and programs for minority students. Bilingual education is one educational strategy which attempts to do this, but many educators do not understand theories of language learning and linguistics and how they relate to academic failure. This book attempts to give educators the skills they need to provide appropriate guidance to minority students with problems in language proficiency. The following chapters are included: (1) Introduction; (2) Historical and Political Context; (3) The Two Faces of Language Proficiency; (4) Double-Talk and Double-Think: Bilingualism and Children's Development in School; (5) Towards Anti-Racist Education: Empowering Minority Students; (6) Implementing Change: Challenging the Disabling Structure; (7) Disinformation in the Information Age: The Academic Critics of Bilingual Education; and (8) "Against American Concepts": Patriotism and the Subversive Power of Bilingual Education. A list of 150 references is included. (VM)

AN: EJ279404
AU: Edelsky,-Carole
TI: Segmentation and Punctuation: Developmental Data from Young Writers in a Bilingual Program.
PY: 1983
JN: Research-in-the-Teaching-of-English; v17 n2 p135-56 May 1983
AV: Reprint: UMI DE: Child-Development; Child-Language; Migrants-;
Primary-Education; Writing-Readiness
DE: *Bilingual-Students; *Developmental-Stages; *Phonology-; *Punctuation-; *Writing-Research; *Writing-Skills
AB: Nine first-grade, nine second-grade, and eight third-grade children of migrant farm workers provided the data for a descriptive study of writing development in a bilingual program. (FL)

AN: EJ326771
AU: Edelsky,-Carole; Jilbert,-Kristina
TI: Bilingual Children and Writing: Lessons for All of Us.
PY: 1985
JN: Volta-Review; v87 n5 p57-72 Sep 1985
AV: UMI
NT: Theme Issue: Learning to Write and Writing to Learn.
DE: Elementary-Education
DE: *Bilingualism-; *Limited-English-Speaking; *Writing-Composition

AB: Results of research with 26 bilingual students (grades one through three) are discussed and said to corroborate insights of monolingual studies. Examples of writing are cited to illustrate the importance of writing as a socially grounded process. (CL)

AN: EJ325373
AU: Enright,-D.-Scott; McCloskey,-Mary-Lou
TI: Yes, Talking!: Organizing the Classroom to Promote Second Language Acquisition.
PY: 1985
JN: TESOL-Quarterly; v19 n3 p431-53 Sep 1985
AV: UMI
DE: Class-Activities; Elementary-Education; Limited-English-Speaking; Models-; Physical-Environment; Second-Language-Instruction; Student-Participation; Verbal-Development
DE: *Class-Organization; *Classroom-Communication; *Communicative-Competence-Languages; *English-Second-Language; *Teacher-Role; *Teaching-Methods
AB: Summarizes the central assumptions of the communicative language teaching model and the potential difficulties that regular classroom teachers may face in implementing it. Seven criteria for use in organizing communicative classrooms are presented, and applications of these criteria to decisions about organizing classroom interaction and the physical environment are described. (SED)

AN: EJ307294
AU: Flores,-Barbara-M.; Garcia,-Erminda-A.
TI: A Collaborative Learning and Teaching Experience Using Journal Writing.
PY: 1984
JN: NABE:-The-Journal-for-the-National-Association-for-Bilingual Education; v8 n2 p67-83 Win 1984
DE: Elementary-Education; Writing-Skills
DE: *Bilingual-Education; *Language-Acquisition; *Literacy-Education; *Teacher-Educator-Education; *Teaching-Methods
AB: A bilingual first grade teacher and bilingual teacher educator share how they collaborated in a learning and teaching experience to facilitate, guide, and evaluate bilingual children's literacy and biliteracy development using journal writing. Tables outline directions, questions, solutions, and insights for establishing a daily journal writing program. (NEC)

AN: EJ349289
AU: Flores,-Barbara; And-Others
TI: Examining Assumptions and Instructional Practices Related to

the Acquisition of Literacy with Bilingual Special Education Students.
PY: 1986
JN: Journal-of-Reading,-Writing,-and-Learning-Disabilities-International; v2 n2 p147-59 1986
DE: Case-Studies; Intermediate-Grades; Literacy-
DE: *Bilingual-Students; *Experiential-Learning; *Limited-English-Speaking; *Mild-Disabilities; *Writing-Composition
AB: After describing a traditional approach to literacy education for bilingual special education students, the article proposes a new approach based on theoretical and research advances which stresses holistic literacy in real situations. An example of interactive journal writing between a teacher and a mildly handicapped trilingual 11-year-old is presented. (DB)

AN: ED258179
AU: Franklin,-Elizabeth-Anne
TI: A Naturalistic Study of Literacy in Bilingual Classrooms.
PY: [1984]
NT: 25 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Basal-Reading; Comparative-Analysis; Cultural-Influences; Educational-Theories; Grade-1; Limited-English-Speaking; Phonics-; Primary-Education; Psycholinguistics-; Reading-Research; Sight-Method; Spanish-Speaking
DE: *Bilingual-Education; *Cultural-Differences; *Language-Acquisition; *Literacy-Education; *Reading-Instruction; *Teaching-Methods
AB: A naturalistic study of two bilingual first grade classrooms was conducted to gain an increased understanding of the cultural literacy instruction beliefs in society and to better understand the process by which literacy instruction beliefs influence the classroom. One Anglo and one Hispanic teacher working in different midwestern school systems were observed for four months. Both were considered competent bilingual educators, but each exemplified a different approach to teaching literacy. The Hispanic teacher was a strong proponent of the sight word approach and the basal reader from which she taught also emphasized this approach. The Anglo teacher taught reading from a phonics basal and personally advocated this approach. Strong cultural beliefs about how literacy most effectively develops guided the curriculum and instruction. The very strategies that both teachers attempted in order to simplify English literacy instruction frequently made the process more difficult for Spanish speaking children, who did not have the knowledge Anglo children learn at home. The results gave support for a literacy program based on psycholinguistic principles, stressing the immediate use of whole texts by children rather than emphasizing skills and smaller bits of language. (H H)

AN: ED252066
AU: Fuhriman,-Jay
TI: When They Don't Speak English, How Do We Educate?
PY: 1983
NT: 9 p.; Paper presented at the Annual Convention of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: English-Second-Language; Second-Language-Instruction
DE: *Bilingual-Education; *Classroom-Techniques; *Educational-Objectives; *Educational-Strategies; *Teaching-Methods
AB: Bilingual education is a method, not a program, used by the teacher so that the student is receiving instruction in both English and the native language. All instruction is given with an appreciation for the cultural heritage of all children in American society. The purpose of bilingual education is to improve the child's English language skills so he or she is fluent and independent in the English language. Bilingual education is not the same as English as a second language (ESL). ESL is not a method, but a component of the total educational program. It is a course with specific content, like math or science, with concepts and skills to be learned. It is a false assumption that all immigrants successfully learn English, since it is not until the fourth or fifth generation that English is the dominant language. The schools must be allowed to do their job in assisting all non-English-proficient students to become proficient in the language of American Society and must be allowed to use sound methods and approaches. The assumption that the purpose of bilingual education is to allow children to not learn English is mistaken. The exclusive purpose of bilingual education is to help students learn English as rapidly and efficiently as possible and, at the same time, to ensure that they do not fall behind in other subjects while learning English. (Author/MSE)

AN: EJ375694
AU: Garcia,-Eugene
TI: Bilingual Education in Early Childhood Programs.
PY: 1988
JN: Teacher-Education-&-Practice; v4 n1 p31-46 Fall-Win 1987-88
DE: Case-Studies; Early-Childhood-Education; Program-Evaluation
DE: *Bilingual-Education; *English-Second-Language; *Instructional-Design; *Language-Acquisition; *Limited-English-Speaking
AB: This article surveys literature of research based on several early childhood bilingual education programs and guidelines. Common findings of each are outlined. It also includes a case study of instructional discourse in teaching language minority kindergarten children. (JL)

AN: EJ315182
AU: Gunderson,-Lee
TI: Basal Reading Instruction and E.S.L. Students.
PY: 1985
JN: Reading-Horizons; v25 n3 p162-68 Spr 1985
AV: UMI
DE: Integrated-Activities; Primary-Education; Reading-Improvement; Teacher-Role; Teaching-Methods
DE: *Basal-Reading; *Bilingual-Students; *English-Second-Language; *Reading-Instruction
AB: Notes that the number of English as a second language students enrolled in American schools is increasing and presents an integrated language lesson plan designed to meet their needs and match their abilities. (FL)

AN: EJ353788
AU: Hakuta,-Kenji; Gould,-Laurie-J.
TI: Synthesis of Research on Bilingual Education.
PY: 1987
JN: Educational-Leadership; v44 n6 p38-45 Mar 1987
AV: UMI
DE: Academic-Achievement; Curriculum-Evaluation; Elementary-Secondary-Education; Immersion-Programs; Language-Acquisition; Language-Proficiency; Program-Effectiveness
DE: *Bilingual-Education; *Educational-Research; *Limited-English-Speaking; *Native-Language-Instruction
AB: Reviews educational research on bilingual education and describes biases present in recent evaluations of bilingual programs. Contrary to assumptions about bilingual programs, recent findings suggest that native-language programs may be very effective. They support a strong foundation in the native language and set the basis for subsequent learning in English. Includes extensive references. (MD)

AN: EJ349368
AU: Harley,-Birgit; And-Others
TI: The Effects of Early Bilingual Schooling on First Language Skills.
PY: 1986
JN: Applied-Psycholinguistics; v7 n4 p295-321 Dec 1986
DE: Achievement-Rating; Achievement-Tests; Cognitive-Measurement; Comparative-Analysis; Correlation-; Cross-Sectional-Studies; Elementary-Education; Foreign-Countries; Grade-6; Language-Enrichment; Language-Proficiency; Language-Skills; Longitudinal-Studies; Psycholinguistics-; Writing-Skills
DE: *Bilingual-Education; *English-; *French-; *Immersion-Programs; *Language-Acquisition
AB: The development of first language skills among native

English-speaking students enrolled in early French immersion programs was explored. Preliminary results support the hypothesis that early bilingual schooling enhances the students'performances on various kinds of first language learning tasks. (Author/CB)

AN: EJ368891
AU: Harris-Wright,-Kelli
TI: The Challenge of Educational Coalescence: Teaching Nonmainstream English-Speaking Students.
PY: 1987
JN: Journal-of-Childhood-Communication-Disorders; v11 n1 p209-15 Fall-Win 1987
NT: For related information see EC 202 256-271.
DE: Elementary-Secondary-Education
DE: *Bidialectalism-; *Language-Handicaps; *Minority-Groups; *Nonstandard-Dialects; *Standard-Spoken-Usage
AB: Bidialectical instruction is a way to help nonstandard English speaking students develop standard English speaking skills for greater academic achievement while not eradicating their nonmainstream English skills. The rationale for one school system's bidialectal instructional model is presented along with a description of program content and its success rate. (DB)

AN: EJ308930
AU: Horowitz,-Rosalind
TI: Orality and Literacy in Bilingual-Bicultural Contexts.
PY: 1984
JN: NABE:-The-Journal-for-the-National-Association-for-Bilingual-Education; v8 n3 p11-26 Spr 1984
DE: Code-Switching-Language; Elementary-Secondary-Education; Multicultural-Education; Reading-Instruction; Speech-Communication; Writing-Skills
DE: *Bilingual-Education; *Literacy-; *Models-; *Reading-Comprehension; *Teaching-Methods
AB: Current theory and research into the oral-written relationship are reviewed. Three models of reading comprehension based on oral-written language skills are reviewed as representative and their implications for reading instruction in grades 4-12 and in bilingual-bicultural classrooms are determined. The mingling of oral and literate strategies, in homes and schools, is discussed. (MM)

AN: EJ302884
AU: Hudelson,-Sarah
TI: Kan Yu Ret an Rayt en Ingles: Children Become Literate in English as a Second Language.
PY: 1984
JN: TESOL-Quarterly; v18 n2 p221-38 Jun 1984
AV: UMI

DE: Elementary-Secondary-Education; Language-Research; Teaching-Methods
DE: *English-Second-Language; *Literacy-; *Reading-; *Reading-Comprehension; *Second-Language-Learning; *Writing-Composition
AB: Research on second language reading and writing development in children suggests (1) children who speak little English are reading some of the print in their environment, (2) they can read English before they have complete oral control of it, (3) their comprehension is influenced by their knowledge and culture, and (4) their second language writing interacts with their reading. (SED)

AN: ED249760
AU: Hudelson,-Sarah
TI: Janice: Becoming a Writer of English.
PY: 1983
NT: 23 p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Case-Studies; Educational-Environment; Elementary-Education; Grade-2; Immigrants-; Reading-Skills; Spanish-Speaking; Student-Attitudes; Student-Interests; Teacher-Attitudes; Writing-Instruction; Young-Children
DE: *English-Second-Language; *Second-Language-Learning; *Student-Motivation; *Writing-Skills
AB: A case study of the progress of Janice, a native Spanish speaking second grader learning English in a Florida public school, focuses on the classroom environment in which she was learning English, her writing development, her perceptions of writing in English and how they changed over time, and her struggles in the face of her teacher's and others' expectations of her writing. The approach of the study, begun as an objective examination of the process of a child simultaneously acquiring native language and English literacy, became one of direct encouragement of the pupil based on a whole language perspective on literacy education, involving meaningful reading and writing experiences. The study followed Janice from her first days in the United States to the end of the school year, which included both standard classes with instruction in English and daily classes in English as a second language. The researcher's regular meetings with the student are chronicled, and samples of her writing and drawing are included. It is concluded that the student's writing was influenced at points during the year by her classroom instruction and her teachers' assumptions about English literacy: that correct spelling and letter formation are prerequisite's to communication, that writing consists of using lists of words in sentences, that writing is accurate copying, that one should write only if spelling correctly, that the teacher assigns what and when to write, and that nonfluent English speakers shouldn't

or can't write English. Despite this, Janice did write and did make progress when given the encouragement of a whole language learning environment. (MSE)

AN: ED303046
AU: Hudelson,-Sarah
TI: Children's Writing in ESL. ERIC Digest.
CS: ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
PY: 1988
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Children-; Elementary-Education; Second-Language-Instruction
DE: *Classroom-Techniques; *English-Second-Language; *Writing-Instruction; *Writing-Skills
AB: Research has found that the process of writing is similar for both first and second language learners. Therefore, several conclusions can be drawn about writing development in English-as-a-second-language (ESL) children, including: (1) ESL learners can write and can create meaning, while they are learning English; (2) ESL learners can respond to the works of others; and (3) classroom environment has a significant impact on ESL children's development as writers. Teachers, therefore, need to provide opportunities during class for ESL children to use writing to carry out tasks that are meaningful to them, e.g., keeping a diary or journal. Assessment should be based on daily classroom activities and may include keeping writing folders with all of each student's work. Resource organizations are cited and references are given. (DJD)

AN: EJ363334
AU: Hudelson,-Sarah
TI: The Role of Native Language Literacy in the Education of Language Minority Children.
PY: 1987
JN: Language-Arts; v64 n8 p827-41 Dec 1987
AV: UMI
NT: Themed Issue: The Social Aspects of Language and Learning.
DE: Elementary-Education; English-Second-Language; Language-Acquisition; Language-Skills; Language-Teachers; Reading-Instruction; Reading-Processes; Writing-Instruction; Writing-Processes
DE: *Bilingual-Education; *Bilingual-Students; *Literacy-; *Native-Language-Instruction; *Second-Language-Instruction
AB: Argues that the English Only Movement is misguided. Points out advantages of bilingual education and literacy in their native languages for students who begin their schooling with little or no knowledge of English. (SKC)

AN: EJ378431
AU: Jordan,-June
TI: Nobody Mean More to Me than You and the Future Life of Willie Jordan.
PY: 1988
JN: Harvard-Educational-Review; v58 n3 p363-74 Aug 1988
AV: UMI
DE: Higher-Education; Personal-Narratives; Teaching-Methods
DE: *Black-Dialects; *Blacks-; *Racial-Discrimination; *Relevance-Education; *School-Effectiveness; *Social-Problems
AB: Describes experiences in a Black English course in which teacher and students mounted the charge of making schooling relevant and useful when they decided to mobilize on behalf of a Black classmate whose unarmed brother was killed by white policemen in Brooklyn, New York. (JOW)

AN: EJ338710
AU: Piper,-Terry
TI: Learning about Language Learning.
PY: 1986
JN: Language-Arts; v63 n5 p466-71 Sep 1986
AV: UMI
NT: Thematic Issue: Language Arts in Multicultural Education.
DE: Comprehension-; Kindergarten-Children; Learning-Strategies; Multicultural-Education; Primary-Education; Reading-Instruction; Self-Expression; Writing-Processes
DE: *Bilingual-Education; *English-Second-Language; *Language-Acquisition; *Language-Arts; *Learning-Processes; *Second-Language-Learning
AB: Describes the progress of a kindergartern child acquiring English as her second language. (DF)

AN: ED292305
AU: Reveron,-Wilhelmina-W.
TI: Bilingualism: A Comprehensive Bibliography.
PY: [1988]
NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Evaluation-Methods; Information-Sources; Language-Acquisition; Speech-Improvement
DE: *Bilingual-Education; *Bilingualism-; *Communication-Disorders; *Language-Tests; *Linguistic-Theory; *Second-Language-Learning
AB: A bibliography on bilingualism contains over 100 citations of articles, papers, monographs, and books in seven categories: theory, general issues, second language acquisition, communication disorders, assessment, treatment, and issues in education. (MSE)

AN: EJ347370
AU: Shih,-May
TI: Content-Based Approaches to Teaching Academic Writing.
PY: 1986
JN: TESOL-Quarterly; v20 n4 p617-48 Dec 1986
DE: College-Bound-Students; Content-Area-Reading; Higher-Education; Secondary-Education; Second-Language-Instruction; Writing-Composition; Writing-Improvement; Writing-Skills
DE: *Content-Area-Writing; *English-Second-Language; *English-for-Academic-Purposes; *English-for-Special-Purposes; *Teaching-Methods; *Writing-Instruction
AB: Content-based instruction in English as a second language develops thinking, researching, and writing skills more realistically than do traditional instruction methods. Approaches include: topic-centered modules; intensive, content based reading and writing courses; content-centered English for special purposes courses; course adjuncts in composition skills; and individualized help with writing skills. (Author/CB)

AN: EJ277522
AU: Taylor,-Orlando-L.; And-Others
TI: A Survey of Bidialectal Language Arts Programs in the United States.
PY: 1983
JN: Journal-of-Negro-Education; v52 n1 p35-45 Win 1983
AV: Reprint: UMI
DE: Elementary-Secondary-Education; Language-Variation; Program-Descriptions
DE: *Bilingual-Education-Programs; *English-; *Language-Arts; *Language-of-Instruction; *Nonstandard-Dialects; *Program-Effectiveness
AB: Presents results of a survey on the content, organization, staffing, participants, and perceived effectiveness of 14 bidialectal language arts programs (those that use a child's indigenous dialect in the instructional process, usually to demonstrate contrasts with standard English). Suggests that more guidelines for developing and evaluating such programs are needed.(MJL)

AN: EJ337458
AU: Toohey,-Kelleen
TI: Minority Educational Failure: Is Dialect a Factor?
PY: 1986
JN: Curriculum-Inquiry; v16 n2 p127-45 Sum 1986
AV: UMI
DE: Educational-Administration; Educational-Improvement; Elementary-Secondary-Education; Ethnic-Bias; Ethnography-; Language-Dominance; Language-of-Instruction
DE: *Bidialectalism-; *Bilingual-Education-Programs;

*Communicative-Competence-Languages; *Minority-Groups;
*Social-Dialects
AB: Teachers of nonstandard dialect-speaking students need to become ethnographers of local communication. For minority education and bidialectal programs to work, there must be an informed awareness of community language functions and of the structural equality of all world dialects. (41 references) (CJH)

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